

**New Jersey Core Curriculum Content Standards
For
Comprehensive Health and Physical Education**

INTRODUCTION

No knowledge is more crucial than knowledge about health. Without it, no other life goal can be successfully achieved.

Ernest Boyer

The Vision

Schools have enormous potential for helping students develop the knowledge and skills they need to be healthy and to achieve academically. As rapidly changing and evolving disciplines, health education and physical education must look and be different than the old “hygiene and gym class.” Health education and physical education are separate disciplines each with a distinct body of knowledge and skills; however, the two disciplines clearly complement and reinforce each other to support “wellness”.

Quality health education and physical education programs promote each student’s optimum physical, mental, emotional, and social development. Effective programs are grounded in scientifically-based research and public health knowledge. They are student-centered and utilize multiple learning theories and models to support and promote health-enhancing behaviors. As a result, students are empowered to develop and demonstrate increasingly sophisticated knowledge, skills, attitudes, and practices.

Quality programs provide cognitive content and learning experiences that support a variety of physical activity areas including basic movement skills; team, dual, and individual sports; physical fitness; rhythm and dance; and lifetime recreational activities. These activities are linked to health concepts and skills, such as healthy eating, safety, and stress management. Additionally, effective programs consider children’s changing capacities to move based on their developmental status, previous experiences, skill level, body size, body type, and age and are culturally, ethnically, and gender sensitive.

Quality health education and physical education programs address and integrate the full range of categorical health problems and issues that impact the quality of life. Unfortunately, quality classroom instruction is not enough. School policies and procedures must support and reinforce classroom instruction. Health messages must be clear and consistent. Students must be given every opportunity to enact healthful behaviors--in the classroom, the gym or cafeteria, or on the playground.

Quality programs incorporate the use of technology and encourage students to research and use valid and reliable sources of health information. For example, using heart rate monitors makes aerobic exercise safer and more productive by helping the teacher and student individualize participation in physical activity. As a form of authentic assessment, this teaching tool enhances interdisciplinary technological instruction while allowing for a more objective

Comprehensive Health and Physical Education

estimation of a student's effort and individual progress. Students are able to set goals, monitor performance, and experience real gains in fitness status.

Quality programs are student-centered and interactive--that is, teachers encourage classroom discussion, research, modeling, and skill practice. Skilled health teachers address the social influences on behavior and strengthen individual and group norms that support health-enhancing behaviors (Marx, 1998). Students discuss issues that have real application to their lives with assessments that are authentic and contextual. Teachers, well-versed in current health issues and resources, challenge students to take responsibility for their own health. Providing information is not enough. Information must be coupled with skill development and practice in order to have any impact on behavior. As a result, students are progressively prepared and empowered to use higher level thinking skills to address a myriad of wellness issues, now, and throughout their lifetime.

Rationale

Many of the health challenges that young people face today are different than those of past generations. Advances in medicines and vaccines have largely addressed the illness, disability, and death that resulted from infectious disease. Today, the health of young people and the adults that they will become is critically linked to the health-related behaviors they choose to adopt (CDC, June 28, 2002; CDC, School Health Programs, 2001). For example:

- Chronic diseases account for 7 of every 10 U.S. deaths and for more than 60 percent of medical care expenditures.
- In the adult population, about two-thirds of all mortality and a great amount of morbidity, suffering, and rising health care costs result from three causes: heart disease, cancer, and stroke. Tobacco use, unhealthful dietary patterns, and physical inactivity contribute to the incidence of these conditions (CDC, Risk Behaviors Overview, 2001).
- There are nearly twice as many overweight children and almost three times as many overweight adolescents as there were in 1980.
- Sixty percent of overweight 5-10 year old children already have at least one risk factor for heart disease (National Center for Chronic Disease Prevention and Health Promotion, 2000).
- Approximately two-thirds of all deaths among children and adolescents aged 5-19 years result from injury related causes: motor vehicle crashes, all other unintentional injuries, homicide, and suicide (MMWR, December 7, 2001).
- A substantial portion of motor vehicle crashes involves the use of alcohol.
- Injuries requiring medical attention or resulting in restricted activity affect more than 20 million children and adolescents and cost \$17 billion annually for medical treatment.
- Approximately 4 million students are injured at school each year and more than 1 million serious sport-related injuries occur annually to adolescents aged 10-17 (CDC Fact Sheet, December 2001).
- Every year, nearly one-quarter of all new HIV and STD infections occur among our nation's teenagers.
- While teen birth rates have declined substantially over the last ten years, teen pregnancy remains a significant health and educational issue. Teenage childbearing is generally

Comprehensive Health and Physical Education

associated with educational, social, and economic consequences for the teenage mothers and for their children (Kirby, 1997).

Clearly, not all health conditions are preventable. However, it is clear that interrelated and preventable behaviors established during youth and persisting into adulthood lead to serious health problems. These behaviors contribute to many of the social and educational problems that confront our nation, including failure to complete high school, unemployment, and crime (CDC, 2001). The health of our nation is a complex problem that calls for complex, collaborative, and multidisciplinary interventions. Addressing this need, the New Jersey Comprehensive Health and Physical Education Standards are an educational response to a public health problem.

Revision of the Standards

New Jersey has a long-standing commitment to school health, safety, and physical education. N.J.S.A.18A:35, adopted in 1917, requires all pupils in grades 1-12 to participate in two and one-half hours per week of instruction in health, safety, and physical education. In addition, there are a number of content-specific mandates including instruction on drugs, alcohol, tobacco, controlled dangerous substances and anabolic steroids (N.J.S.A. 18A:40); Lyme disease prevention (18A:35-5.1); breast self examination (18A:35-5.4); stress abstinence (18A:35-4.19); accident and fire prevention (18A:6-2); cancer awareness (18A:40-33); sexual assault prevention (18A:35-4.3); bullying prevention programs (18A:37-17); and domestic violence education (18A:35-4.23). The Comprehensive Health and Physical Education Core Curriculum Content Standards focus on the health needs of students and attempt to reconcile the ever-increasing number of state mandates with evidence from public health research.

The State Board of Education first adopted the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education in 1996. The New Jersey standards were developed after substantial review of two national documents: *Moving Into the Future: National Standards for Physical Education* (1995) and *The National Health Education Standards: Achieving Health Literacy* (1995). Since that time, the Surgeon General of the United States released a landmark report, *Physical Activity and Health* (1996) that called upon schools to take a more active role in health promotion and disease prevention. Acknowledging that childhood and adolescence may be pivotal times for preventing sedentary behavior among adults, the report recommended that schools make every effort to require daily physical education in each grade and to promote physical activities that can be enjoyed throughout life. In December 2000, the United States Department of Health and Human Services and the Department of Education published *Promoting Better Health for Young People Through Physical Activity and Sports*. The report to the President reemphasized the need for quality health and physical education programs in our schools. The report describes our nation's young people as inactive, unfit, and increasingly overweight and explains how the increase in serious health problems, such as diabetes, is a direct result of inactivity and unhealthy eating patterns.

In a landmark national report, *A Call to Action* (2001) schools were identified as a key setting for public health strategies to prevent and decrease the prevalence of overweight and obesity. The report called upon schools to offer age appropriate and culturally-sensitive health education programs that help students develop the knowledge, attitudes, skills, and behaviors to adopt,

Comprehensive Health and Physical Education

maintain, and enjoy healthy eating habits and a physically active lifestyle. The report emphasized that all schools should provide all children, from pre-kindergarten through grade 12, with quality daily physical education programs supplemented by daily recess for elementary students and extracurricular physical activity programs for older students.

The Comprehensive Health and Physical Education Standards Revision Panel examined these significant reports as well as health education and physical education standards from twenty other states. They considered the thoughtful comments of a national consultant and spent hours looking at new research on effective programs as well as the impact of movement on health and academic success. In addition, panel members looked at commercial curricula, textbooks, software, and on-line resources and considered feedback from teachers, curriculum specialists, healthcare specialists, and representatives from higher education and business. Panel members reviewed the national public health agenda document *Healthy People 2010* and looked at New Jersey's companion public health document and health goals, as well as existing New Jersey public health data.

Standards and Strands

There are six comprehensive health and physical education standards, each of which has a number of lettered **strands**. The strands are an organizational tool allowing teachers to locate specific content and skills. Related **cumulative progress indicators (CPIs)** are clustered together at each grade level so that a teacher can easily identify what should be taught about a specific subset of health and physical education, such as movement skills, nutrition, or safety. The knowledge and skills outlined in the revised standards are cumulative; that is, the progress indicators begin at a foundational or basic level and increase in complexity as the student matures, requiring more complex interaction with the content. Since the indicators are cumulative, students at succeeding grade levels are responsible for the knowledge and skills taught in previous grade level clusters as well as that of their current grade. Smaller grade level bands, increased specificity, and content strands allow teachers to focus on developmentally appropriate content and skills.

The New Jersey Comprehensive Health and Physical Education Standards are essentially five “content” standards and one “integrated skills” standard. *Standard 2.2: Integrated Skills* focuses on decision-making, goal setting, and effective communication in situations that impact health and safety. The standard has been expanded to include character and leadership development, health careers and services, and health advocacy. All teachers should integrate the skills outlined in Standard 2.2 into every other health and physical education standard. In addition, every health and physical education standard supports interdisciplinary instruction in one or more of the remaining eight content areas.

The standards and strands for all students are delineated below:

2.1 Wellness

- A. Personal Health
- B. Growth and Development
- C. Nutrition

Comprehensive Health and Physical Education

- D. Diseases and Health Conditions
- E. Safety
- F. Social and Emotional Health

2.2 Integrated Skills

- A. Communication
- B. Decision Making
- C. Planning and Goal Setting
- D. Character Development
- E. Leadership, Advocacy, and Service
- F. Health Services and Careers

2.3 Drugs and Medicines

- A. Medicines
- B. Alcohol, Tobacco, and Other Drugs
- C. Dependency/Addiction and Treatment

2.4 Human Relationships and Sexuality

- A. Relationships
- B. Sexuality
- C. Pregnancy and Parenting

2.5 Motor Skill Development

- A. Movement Skills
- B. Movement Concepts
- C. Strategy
- D. Rules, Safety, and Sportsmanship
- E. Sport Psychology

2.6 Fitness

- A. Fitness and Physical Activity
- B. Training
- C. Achieving and Assessing Fitness

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Comprehensive Health and Physical Education

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STANDARD 2.1 (WELLNESS) ALL STUDENTS WILL LEARN AND APPLY HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard aims to increase student knowledge about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future. Wellness can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, reducing one's risk of contracting a disease, and preventing and treating simple injuries. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Personal Health

1. Define wellness and explain how making healthy choices and having healthy relationships contribute to wellness.
2. Describe and demonstrate self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather or sports.

B. Growth and Development

1. Name and locate body organs and parts.
2. Describe how children are alike and how they are different.

C. Nutrition

1. Explain why some foods are healthier to eat than others.
2. Sort foods according to food groups and food sources.
3. Explain what information can be found on food and product labels.

D. Diseases and Health Conditions

1. Explain why diseases and health conditions need to be detected and treated early.
2. Explain the difference between communicable and non-communicable diseases.
3. Discuss common symptoms of diseases and health conditions.
4. Explain ways to prevent the spread of diseases such as hand washing, immunizations, covering coughs, and not sharing cups, hats, or combs.

E. Safety

1. Explain and demonstrate ways to prevent injuries, including seat belts and child safety seats in motor vehicles, protective gear, and fire, bus, and traffic safety procedures.
2. Explain and demonstrate simple first aid procedures, including getting help and calling 911, knowing personal information such as address and phone number, avoiding contact with blood and other body fluids, and caring for small cuts.

Comprehensive Health and Physical Education

3. Distinguish among “good/safe touch,” “bad/unsafe touch,” and “confusing touch” and explain what to do if touching causes uncomfortable feelings.
4. Identify safe and appropriate behavior for use when interacting with strangers, acquaintances, and trusted adults.
5. Identify warning labels found on medicines and household products.

F. Social and Emotional Health

1. Explain that all human beings have basic needs including food, water, sleep, shelter, clothing, and love.
2. Recognize various emotions and demonstrate sympathy and empathy.
3. Describe and demonstrate appropriate ways to express wants, needs, and emotions.
4. Identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Personal Health

1. Describe the physical, social, and emotional dimensions of wellness.
2. Describe and demonstrate personal hygiene practices that support wellness.
3. Analyze the impact of health choices and behaviors on wellness.

B. Growth and Development

1. Describe the structure and function of human body systems.
2. Describe each human life stage and the physical changes that occur at each stage.
3. Discuss factors that contribute to healthy physical, social, emotional, and intellectual growth and uniqueness.

C. Nutrition

1. Differentiate between healthy and unhealthy eating patterns.
2. Classify foods by food group, food source, nutritional content, and nutritional value.
3. Interpret food product labels.
4. Discuss how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems working.

D. Diseases and Health Conditions

1. Discuss the importance of the early detection of diseases and health conditions.
2. Investigate ways to treat common childhood diseases and health conditions.
3. Explain that some diseases and health conditions are preventable and some are not.
4. Describe the signs and symptoms of diseases and health conditions common in children.
5. Investigate how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls help to prevent diseases and health conditions.
6. Discuss myths and facts about mental illness.

Comprehensive Health and Physical Education

E. Safety

1. Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and community.
2. Describe and demonstrate simple first aid procedures, including the assessment of choking and breathing, the control of bleeding, and the care of minor wounds and burns.
3. Explain that abuse can take several forms, including verbal, emotional, sexual, and physical, and identify ways to get help should abuse be suspected.
4. Describe the characteristics of strangers, acquaintances, and trusted adults and demonstrate safe and appropriate ways to deal with each.

F. Social and Emotional Health

1. Describe basic human needs and how individuals and families attempt to meet those needs.
2. Discuss how culture, peers, and the media impact the way individuals communicate and express emotions, and how emotions can affect communication, choices, and behaviors.
3. Distinguish among conflict, violence, vandalism, harassment, and bullying and discuss factors that contribute to each.
4. Describe and demonstrate strategies to prevent, reduce, or mediate conflict.
5. Discuss the causes of stress and demonstrate ways to deal with stressful situations.
6. Explain and demonstrate ways to cope with rejection, loss, and separation.
7. Explain how stereotypes influence personal growth and behavior.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:

A. Personal Health

1. Discuss the physical, social, emotional, and intellectual dimensions of wellness.
2. Describe the appropriate use of healthcare and personal hygiene products.
3. Discuss how health data, such as blood pressure, body composition, and cholesterol, can be used to assess and improve wellness.
4. Discuss how health knowledge, health choices, self-control, resistance, and self-management skills influence wellness.
5. Discuss how technology impacts wellness.

B. Growth and Development

1. Compare and contrast body systems, their parts and functions, and explain that body systems must work together to ensure wellness.
2. Compare the rate of physical, social, emotional, and intellectual change during various life stages and discuss ways to foster healthy growth.
3. Discuss how heredity and physiological changes contribute to an individual's uniqueness.

C. Nutrition

1. Discuss factors that influence food choices.
2. Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan.

Comprehensive Health and Physical Education

3. Analyze nutrition information on food packages and labels.
4. Discuss the short- and long-term benefits and risks associated with nutritional choices.

D. Diseases and Health Conditions

1. Compare and contrast methods used to diagnose and treat diseases and health conditions.
2. Differentiate among communicable, non-communicable, acute, chronic, and inherited diseases and health conditions.
3. Compare and contrast diseases and health conditions prevalent in adolescents, including asthma, obesity, diabetes, Lyme disease, STDs, and HIV/AIDS.
4. Discuss the use of public health strategies to prevent diseases and health conditions.
5. Compare and contrast forms of mental illness such as phobias, anxiety and panic disorders, and depression.

E. Safety

1. Compare and contrast the incidence and characteristics of intentional and unintentional injuries in adolescents.
2. Analyze the short- and long-term impacts of injuries on individuals and families and develop strategies to reduce the incidence of such injuries.
3. Demonstrate and assess basic first aid procedures, including victim and situation assessment, rescue breathing and choking, and care of minor cuts, sprains, and bleeding.
4. Discuss the physical, social, and emotional impacts of all forms of abuse and discuss what to do if any form of abuse is suspected or occurs.

F. Social and Emotional Health

1. Examine how personal assets, (e.g., self esteem, positive peer relationships) and protective factors (e.g., parental involvement) support healthy social and emotional development.
2. Choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism, and bullying.
3. Describe home, school, and community efforts to prevent conflict, vandalism, bullying, harassment, and violence.
4. Describe the physical and emotional signs of stress and the short-and long-term impacts of stress on the human body.
5. Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
6. Discuss how stereotyping might influence one's goals, choices, and behaviors.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Personal Health

1. Describe the appropriate selection and use of healthcare and personal hygiene products.
2. Evaluate the impact of health behaviors and choices on personal and family wellness.
3. Interpret health data to make predictions about wellness.
4. Investigate how technology and medical advances impact wellness.

Comprehensive Health and Physical Education

B. Growth and Development

1. Discuss how body systems are interdependent and interrelated.
2. Investigate the physical, social, emotional, and intellectual changes that occur at each life stage and how those changes impact wellness.
3. Discuss how heredity, physiological changes, environmental influences, and varying social experiences contribute to an individual's uniqueness.

C. Nutrition

1. Analyze how culture, health status, age, and eating environment influence personal eating patterns and discuss ways to improve nutritional balance.
2. Describe healthy ways to lose, gain, or maintain weight.
3. Describe the impact of nutrients on the functioning of human body systems.
4. Analyze how healthy eating patterns throughout life can reduce the risk of heart disease and high cholesterol, cancer, osteoporosis, and other health conditions.

D. Diseases and Health Conditions

1. Investigate current and emerging methods to diagnose and treat diseases and health conditions.
2. Classify diseases and health conditions as communicable, noncommunicable, acute, chronic, or inherited.
3. Compare and contrast diseases and health conditions, including hepatitis, STDs, HIV/AIDS, breast cancer, and testicular cancer.
4. Analyze local and state public health efforts to prevent and control diseases and health conditions.
5. Investigate various forms of mental illness including impulse disorders such as gambling or shopping, depression, eating disorders, and bipolar disorders.

E. Safety

1. Assess situations in the home, school, and community for perceived vs. actual risk of injuries.
2. Investigate the short- and long-term impacts of injuries on the individual, the family and the community.
3. Describe and demonstrate first aid procedures including, situation and victim assessment, Basic Life Support, and the care of bleeding and wounds, burns, fractures, shock, and poisoning.
4. Discuss the short- and long-term physical, social, and emotional impacts of all forms of abuse.
5. Describe and demonstrate strategies to increase personal safety while in public places and discuss what to do if one's safety is compromised.

F. Social and Emotional Health

1. Analyze how personal assets, resiliency, and protective factors support healthy social and emotional development.

Comprehensive Health and Physical Education

2. Discuss the developmental tasks of adolescence, including the development of mature relationships, gender identification, a healthy body image, emotional independence, and life skills.
3. Investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence and demonstrate strategies to deal with each.
4. Analyze the effectiveness of home, school, and community efforts to prevent conflict, harassment, vandalism, and violence.
5. Debate the consequences of conflict and violence on the individual, the family, and the community.
6. Describe situations that may produce stress, describe the body's responses to stress, and demonstrate healthy ways to manage stress.
7. Analyze how culture influences the ways families and groups cope with crisis and change.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Personal Health

1. Compare and contrast healthcare and personal hygiene products and services commonly used by adolescents and young adults.
2. Investigate the impact of health choices and behaviors on personal, family, and community wellness.
3. Use health data to make predictions about wellness and recommend behavior changes to improve lifelong wellness.
4. Debate the social and ethical implications of the use of technology and medical advances to support wellness.

B. Growth and Development

1. Recommend behaviors to enhance and support the optimal functioning of body systems.
2. Predict and discuss significant developmental issues or concerns that impact each life stage.
3. Predict the impact of heredity and genetics on human growth and development.

C. Nutrition

1. Analyze and evaluate current dietary recommendations, resources, and trends from a variety of sources.
2. Design and evaluate a nutrition plan for a healthy young adult considering cost, availability, nutritional balance, freshness, nutritional value, and culture.
3. Recommend healthy ways to lose, gain, or maintain weight.
4. Analyze and evaluate how healthy and unhealthy eating patterns impact the functioning of the human body, including healthy bone development and immune system functioning.

D. Diseases and Health Conditions

1. Analyze the availability and effectiveness of current and emerging diagnostic and treatment modalities for various diseases and health conditions.

Comprehensive Health and Physical Education

2. Discuss the relationship between signs and symptoms of disease and the functioning of the body's immune system.
3. Compare and contrast diseases and health conditions occurring in adolescence and young adulthood with those occurring later in life, including cancer, cardiovascular diseases, respiratory diseases, arthritis, osteoporosis, and Alzheimer's.
4. Investigate and assess local, state, national, and international public health efforts.
5. Investigate the impact of mental illness on personal, family, and community wellness.

E. Safety

1. Evaluate work and leisure situations for perceived and actual risk of intentional and unintentional injuries,
2. Develop personal protection strategies to reduce the incidence of injuries and evaluate their effectiveness.
3. Assess the short- and long-term impacts of injuries on the individual, family members, the community, and the workplace.
4. Describe and demonstrate first aid procedures, including Basic Life Support and automatic external defibrillation, caring for bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.
5. Describe and demonstrate ways to protect against sexual assault and discuss what to do if sexually assaulted.

F. Social and Emotional Health

1. Discuss psychological principles and theories of personality development.
2. Analyze the impact of physical development, social norms and expectations, self-esteem, and perceived vulnerability on adolescent social and emotional growth and behavior.
3. Analyze how peer norms and expectations, the availability of weapons, substance abuse, media images, and poor role models contribute to violent behavior.
4. Predict the consequences of conflict, harassment, bullying, vandalism, and violence on individuals, families, and the community.
5. Predict how a family might cope with crisis or change and suggest ways to restore family balance and function.

STANDARD 2.2 (INTEGRATED SKILLS) ALL STUDENTS WILL USE HEALTH-ENHANCING PERSONAL, INTERPERSONAL, AND LIFE SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness. Competency in these skills enables and empowers students to resist destructive behaviors and seek out positive opportunities for growth and learning. These skills may be cross-disciplinary and should be integrated into each Comprehensive Health and Physical Education Standard.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Communication

1. Identify sources of health information.
2. Express ideas and opinions about wellness issues.
3. Explain when and how to use refusal skills in health and safety situations.
4. Demonstrate effective communication and listening skills.

B. Decision Making

1. Explain the steps to making an effective health decision.
2. Discuss how parents, peers, and the media influence health decisions.

C. Planning and Goal Setting

1. Develop a wellness goal and explain why setting a goal is important.

D. Character Development

1. Explain that a person's character and values are reflected in the way the person thinks, feels, and acts.

E. Leadership, Advocacy, and Service

1. Act as a leader and a follower.
2. Identify factors that lead to group success and help solve group problems.
3. Motivate group members to work together and provide constructive feedback.
4. Demonstrate respect for varying ideas and opinions.
5. Participate in a class or school service activity and explain how volunteering enhances self-esteem.

F. Health Services and Careers

1. Discuss how community helpers and healthcare workers contribute to personal and community wellness.

Comprehensive Health and Physical Education

2. Explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Communication

1. Explain how to determine the validity and reliability of a health resource.
2. Present health information, orally and in writing, to peers.
3. Describe and demonstrate the effective use of communication skills, including refusal, negotiation, and assertiveness.
4. Identify and employ ways to improve listening skills.
5. Explain how to identify a health problem or issue for possible research.

B. Decision Making

1. Outline the steps to making an effective decision.
2. Discuss how parents, peers, and the media influence health decisions and behaviors.
3. Describe situations that might require a decision about health and safety.

C. Planning and Goal Setting

1. Develop a personal health goal and track progress.
2. Describe ways to support the achievement of health goals.

D. Character Development

1. Describe character traits and core ethical values such as trustworthiness, responsibility, respect, caring, justice, fairness, civic virtue, and citizenship.
2. Discuss how an individual's character positively impacts individual and group goals and success.

E. Leadership, Advocacy, and Service

1. Describe and demonstrate the characteristics of an effective leader.
2. Acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments.
3. Demonstrate respect for the opinions and abilities of group members.
4. Develop and articulate group goals.
5. Develop a position on a wellness issue.
6. Discuss laws and regulations created to enhance wellness.
7. Organize and participate in a school or community service activity and discuss how helping others impacts personal and community wellness.

F. Health Services and Careers

1. Describe health and fitness services provided in the school and community.
2. Describe and demonstrate how to seek help for a variety of health and fitness concerns.
3. Discuss wellness and fitness careers.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:

A. Communication

1. Summarize health information from a variety of valid and reliable health resources.
2. Present health information using a multimedia approach, adapting the wording and delivery method for the topic and audience.
3. Demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness.
4. Describe and demonstrate active and reflective listening.
5. Compare and contrast the economic and social purposes of health messages presented in the media.

B. Decision Making

1. Demonstrate effective decision making in health and safety situations.
2. Analyze the influence of family, peers, and the media on health decisions and investigate how conflicting interests may influence decisions and choices.
3. Analyze significant health decisions and discuss how the outcome(s) might have been different if a different decision had been made.
4. Explain how personal ethics influence decision making.

C. Planning and Goal Setting

1. Use health data and information to formulate health goals.
2. Develop strategies to support the achievement of short- and long-term health goals.

D. Character Development

1. Describe actions and situations that show evidence of good character.
2. Discuss the characteristics of a role model and how role models influence the personal goals and ethical standards of others.

E. Leadership, Advocacy, and Service

1. Compare various forms of leadership and implement appropriate leadership strategies when serving in a leadership role.
2. Evaluate personal and group contributions towards the achievement of a goal or task, analyze a group's ability to improve its performance, and provide appropriate feedback.
3. Develop and articulate a group's goals and vision.
4. Compare the use of cooperative and competitive strategies to achieve a group goal and recommend strategies to keep a group on target and free from conflict.
5. Discuss how individuals can make a difference by helping others, investigate opportunities for volunteer service, and participate in activities through school or community-based health or service organizations.
6. Formulate and express a position on health issues and educate peers about the health issue or cause.
7. Discuss local and state laws that impact personal, family, and community wellness and formulate ways that individuals and groups can work together to improve wellness.

Comprehensive Health and Physical Education

F. Health Services and Careers

1. Categorize health and fitness services available in the school and community and demonstrate how to access them.
2. Investigate health and fitness career opportunities.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Communication

1. Analyze health ideas, opinions, and issues from a variety of valid and reliable health sources.
2. Present health information using a multimedia approach, adapting the wording and delivery method for various topics and audiences.
3. Assess the use of refusal, negotiation, and assertiveness skills and recommend strategies for improvement.
4. Assess the use of active and reflective listening.
5. Analyze the economic and political purposes and impacts of health messages found in the media.

B. Decision Making

1. Demonstrate and assess the use of decision-making skills in health and safety situations.
2. Compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages.
3. Predict social situations and conditions that may require adolescents and young adults to use decision making skills.
4. Discuss how ethical decision making requires careful thought and action.
5. Critique significant health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed.

C. Planning and Goal Setting

1. Analyze factors that support or hinder the achievement of personal health goals.

D. Character Development

1. Analyze how character development can be enhanced and supported by individual, group, and team activities.
2. Compare and contrast the characteristics of various role models and the core ethical values they represent.
3. Explain how community and public service supports the development of core ethical values.
4. Analyze personal and group adherence to student codes of conduct.

E. Leadership, Advocacy, and Service

1. Demonstrate the ability to function effectively in both leadership and supportive roles.

Comprehensive Health and Physical Education

2. Discuss motivational techniques used to improve personal and group achievement and develop rewards and sanctions for group accomplishments.
3. Develop and articulate a group's goals, shared values, and vision.
4. Plan and implement volunteer activities to benefit a health organization or cause.
5. Develop and defend a position or opinion on a health issue or problem and educate students and parents about the health issue or cause.

F. Health Services and Careers

1. Compare and contrast health and fitness services available in the school and community, demonstrate how to access them, and evaluate each comparing benefits and costs.
2. Compare and contrast preparation and job requirements for health and fitness careers.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Communication

1. Use appropriate research methodology to investigate a health problem or issue.
2. Develop, present, and evaluate a multimedia health presentation and adapt it to address the needs and interests of varying audiences.
3. Teach others how to use communication skills, including refusal, negotiation, and assertiveness.
4. Employ strategies to improve communication and listening skills and assess their effectiveness.
5. Evaluate the economic, political, social, and aesthetic impacts of health messages found in literature, art, music, theater, and television.

B. Decision Making

1. Demonstrate and evaluate the use of decision making skills.
2. Evaluate factors that influence major health decisions and predict how those factors will change or conflict at various life stages.
3. Use reliable and valid health information to assess social situations and conditions that impact health and safety.
4. Analyze the use of ethics and personal values when making decisions.
5. Critique significant health decisions and debate the choices made.

C. Planning and Goal Setting

1. Appraise individual and family needs in order to achieve and maintain wellness and design a plan for lifelong wellness.
2. Evaluate how family, peers, healthcare providers, and the community support or hinder the achievement of a wellness plan.

D. Character Development

1. Demonstrate character based on core ethical values.
2. Analyze how role models, and the core ethical values they represent, influence society.

Comprehensive Health and Physical Education

3. Analyze the impact of community or public service on individual and community core ethical values.

E. Leadership, Advocacy, and Service

1. Assess personal and group contributions and strengths that lead to the achievement of goals and tasks.
2. Evaluate personal participation as both a leader and follower.
3. Discuss factors that influence intrinsic and extrinsic motivation and employ motivational techniques to enhance group productivity.
4. Evaluate a group's ability to be respectful, supportive, and adherent to codes of conduct.
5. Develop and articulate the group's goals, shared values, vision, and work plan.
6. Plan, implement, and evaluate activities to benefit a health organization, cause, or issue.
7. Assess community awareness and understanding about a local, state, national, or international health issue.

F. Health Services and Careers

1. Access health and fitness services, programs, and resources and evaluate them for cost, availability, accessibility, benefits, and accreditation.
2. Analyze the preparation, licensing, and responsibilities of wellness and fitness professionals.
3. Compare and contrast health insurance and reimbursement plans.

STANDARD 2.3 (DRUGS AND MEDICINES) ALL STUDENTS WILL LEARN AND APPLY INFORMATION ABOUT ALCOHOL, TOBACCO, OTHER DRUGS AND MEDICINES TO MAKE DECISIONS THAT SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life. Conversely, the misuse or abuse of substances such as alcohol, tobacco, and other drugs can impair judgment and lead to illness and injury. Helping students to acknowledge the internal and external pressures that influence them to use substances enables and empowers them to make choices that support a healthy, active lifestyle.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Medicines

1. Identify different kinds of medicines.
2. Explain that medicines can be helpful or harmful and that when used correctly, medicines can help keep people healthy.
3. Discuss basic rules when taking medicines.

B. Alcohol, Tobacco and Other Drugs

1. Define drug and give examples of harmful and/or illegal drugs.
2. Explain that tobacco use contributes to lung diseases and fires.
3. Discuss how tobacco smoke impacts the environment and the health of nonsmokers.
4. Discuss how alcohol use contributes to injuries such as falls and motor vehicle crashes
5. Identify substances that should never be consumed or inhaled such as drug look-alikes, glue, poisons, and cleaning fluids.

C. Dependency/Addiction and Treatment

1. Explain that some people cannot control their use of alcohol, tobacco, and other drugs.
2. Explain that people who abuse alcohol, tobacco, and other drugs can get help.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Medicines

1. Distinguish between over-the-counter and prescription medicines.
2. Identify commonly used medicines and discuss why they are used.
3. Discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult.

Comprehensive Health and Physical Education

B. Alcohol, Tobacco, and Other Drugs

1. Explain why it is illegal to use or possess certain drugs/substances.
2. Describe the short- and long-term physical effects of tobacco use.
3. Discuss the impact of second-hand/passive smoke on the health of nonsmokers.
4. Identify the short- and long-term physical and behavioral effects of alcohol use and abuse.
5. Identify the physical and behavioral effects of marijuana use.
6. Explain that brain damage, lung damage, and death can occur from inhaling certain substances, such as solvents, propellants, and medicinal gases.

C. Dependency/Addiction and Treatment

1. Discuss signs that a person might have a problem with the use of alcohol, tobacco, and other drugs.
2. Identify where individuals with a substance abuse problem can get help.
3. Differentiate among drug use, abuse, and misuse.
4. Describe how advertising, peers, and adults influence children and teenagers to try alcohol, tobacco, and other drugs.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:

A. Medicines

1. Discuss factors to consider when choosing an over-the-counter medicine.
2. Discuss medicines used to treat common diseases and health conditions.
3. Discuss the safe administration and storage of over-the-counter and prescription medicines.
4. Describe factors that impact the effectiveness of a medicine.

B. Alcohol, Tobacco, and Other Drugs

1. Describe how tobacco use contributes to the incidence of respiratory diseases, cancer, and cardiovascular disease.
2. Describe ways to reduce the health impact of tobacco smoke on non-smokers.
3. Describe how the use and abuse of alcohol impacts behavior and contributes to the incidence of illness and injuries.
4. Discuss the short- and long-term physical and behavioral effects of inhalant use, including brain, heart, and lung damage and death.
5. Discuss the classifications of illegal drugs and controlled substances and give examples of each.
6. Describe the physical and behavioral effects of each classification of drugs.
7. Discuss the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
8. Discuss the legal and financial consequences of the use, sale, and possession of illegal substances.

Comprehensive Health and Physical Education

C. Dependency/Addiction and Treatment

1. Describe the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
2. Identify ways to quit using alcohol, tobacco, and other drugs and discuss factors that support an individual to quit.
3. Discuss factors that contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as advertising and the media, group pressures, low self-esteem, genetics, and poor role models.
4. Describe how substance abuse affects the individual and the family and describe ways that family and friends can support a drug-free lifestyle.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Medicines

1. Compare and contrast commonly used over-the-counter medicines.
2. Classify commonly administered medicines and describe the potential side effects of each classification.
3. Recommend safe practices for the use of prescription medicines.
4. Compare and contrast the benefits and dangers of naturally occurring substances, such as herbs, organics, and supplements.

B. Alcohol, Tobacco, and Other Drugs

1. Investigate the relationship between tobacco use and respiratory diseases, cancer, heart disease, stroke, and injuries.
2. Investigate the health risks posed to nonsmokers by second hand/passive smoking.
3. Investigate how the use and abuse of alcohol contributes to illnesses such as cancer, liver disease, heart disease, and injuries.
4. Analyze how the use and abuse of alcohol impacts thinking, reaction time, and behavior.
5. Describe sudden sniffing syndrome and the resultant brain, nerve, and vital organ damage that can result from the use of inhaled substances.
6. Compare and contrast the physical and behavioral effects of each classification of drugs.
7. Analyze health risks associated with injecting drug use.
8. Investigate the legal and financial consequences of the use, sale, and possession of illegal substances.
9. Discuss how the use of alcohol and other drugs influences decision-making and places one at risk for sexual assault, pregnancy, and STDs.

C. Dependency/Addiction and Treatment

1. Analyze the physical, social, and emotional indicators and stages of dependency.
2. Discuss ways to quit using substances and discuss factors that support the ability to quit.
3. Analyze factors that influence the use and abuse alcohol, tobacco, and other drugs.
4. Describe how substance abuse affects the individual, the family, and the community.

Comprehensive Health and Physical Education

5. Discuss how tolerance, synergistic effects, and antagonistic effects have an impact on the use of drugs and medicines.
6. Discuss theories about dependency, such as genetic predisposition, gender-related predisposition, and multiple risks.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Medicines

1. Investigate the use of new or experimental medicines and discuss the potential risks and benefits.
2. Evaluate the effectiveness of a medicine, considering the dosage, side effects, route of administration, cost, and benefits vs. risks.
3. Debate the benefits and dangers of naturally occurring substances such as herbal supplements.

B. Alcohol, Tobacco, and Other Drugs

1. Investigate tobacco use as a contributing or causative factor in the incidence of cancer, heart disease, emphysema and other lung diseases, and stroke.
2. Assess the impact of passive smoke on the health of children, individuals with allergies and asthma, and nonsmokers and describe initiatives created to lessen the impact.
3. Summarize the impact of alcohol use and abuse on body systems and organs including the cardiovascular system, the liver, the reproductive system, and the immune system.
4. Describe the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and assess how the use and abuse of alcohol and other drugs impairs behavior, judgment, and memory.
5. Investigate the relationship between alcohol and other drug use and the incidence of motor vehicle crashes.
6. Predict the physical, behavioral, and legal impacts of commonly abused substances, such as marijuana, inhalants, anabolic steroids, and party drugs.
7. Investigate the relationship between injected drug use and the incidence of diseases such as HIV and hepatitis.
8. Investigate the relationship between the use of alcohol, GHB, Ecstasy, and other drugs and the incidence of date rape, sexual assault, STDs, and unintended pregnancy.

C. Dependency/Addiction and Treatment

1. Compare and contrast the physical, social, and emotional indicators of possible substance abuse.
2. Compare and contrast the physical and psychological stages of dependency.
3. Assess and evaluate factors that influence the use of alcohol, tobacco, and other drugs.
4. Evaluate factors that support an individual to quit using substances.
5. Predict the short-and long-term impacts of substance abuse on the individual, the family, the community, and society.

STANDARD 2.4 (HUMAN RELATIONSHIPS AND SEXUALITY) ALL STUDENTS WILL LEARN THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard seeks to provide students with an understanding of the physical, emotional and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students learn how to develop and maintain healthy relationships with friends and family. Additionally, students learn medically-accurate information about both abstinence and contraception and learn the skills to enact behaviors to reduce or eliminate the occurrence of sexually transmitted diseases, HIV/AIDS, and unintended pregnancy.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Relationships

1. Identify different kinds of families and explain that families may differ for many reasons.
2. Explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family.
3. Explain that families experiencing a change or crisis can get help if they need it.
4. Define friendship and explain that friends are important throughout life.
5. Identify appropriate ways for children to show affection and caring.

B. Sexuality

1. Explain the physical differences and similarities of the genders.

C. Pregnancy and Parenting

1. Explain that human beings develop inside their birth mother, are helpless when born, and must be fed, clothed, and nurtured.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Relationships

1. Describe different kinds of families and discuss how families can share love, values, and traditions, provide emotional support, and set boundaries and limits.
2. Compare the roles, rights, and responsibilities of various family members.
3. Discuss ways that families adjust to changes in the nature or structure of the family.
4. Discuss how culture and tradition influence personal and family development.
5. Discuss factors that support healthy relationships with friends and family.
6. Describe the characteristics of a friend.
7. Describe appropriate ways to show affection and caring.

Comprehensive Health and Physical Education

B. Sexuality

1. Describe the physical, social, and emotional changes occurring at puberty.
2. Discuss why puberty begins and ends at different ages for different people.

C. Pregnancy and Parenting

1. Explain that after fertilization, cells divide to create a fetus/embryo that grows and develops inside the uterus during pregnancy.
2. Discuss how the health of the birth mother impacts the development of the fetus.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:

A. Relationships

1. Compare and contrast the interconnected and cooperative roles of family members.
2. Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs.
3. Describe the characteristics of a healthy relationship and discuss factors that support and sustain it.
4. Describe how peer relationships may change during adolescence.
5. Discuss different forms of dating and explain the role of dating in personal growth.

B. Sexuality

1. Describe the individual growth patterns of males and females during adolescence.
2. Discuss strategies to remain abstinent and resist pressures to become sexually active.
3. Discuss the possible physical, social, and emotional impacts of adolescent sexual activity.
4. Describe behaviors that place one at risk for HIV/AIDS, STDs, or unintended pregnancy.
5. Identify sexual feelings common to young adolescents and differentiate between having sexual feelings and acting on them.
6. Discuss how parents, peers, and the media influence attitudes about sexuality.

C. Pregnancy and Parenting

1. Discuss fertilization, embryonic development, and fetal development.
2. Describe the signs and symptoms of pregnancy.
3. Recommend prenatal practices that support a healthy pregnancy.
4. Discuss the potential challenges faced by adolescent parents and their families.
5. Recommend sources of information and help for parents.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Relationships

1. Compare and contrast the current and historical role of marriage and the family in community and society.

Comprehensive Health and Physical Education

2. Discuss changes in family structures and the forces that influence change.
3. Analyze how relationships evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
4. Discuss factors that enhance and sustain loving, healthy relationships.
5. Describe how various cultures date or select life partners.
6. Differentiate among affection, love, commitment, and sexual attraction.
7. Describe the signs of an unhealthy relationship and develop strategies to end it.
8. Develop standards for dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

B. Sexuality

1. Discuss the influence of hormones, heredity, nutrition, and the environment on the physical, social, and emotional changes that occur at puberty.
2. Analyze internal and external pressures to become sexually active.
3. Describe the physical, emotional, and social benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
4. Discuss the potential short- and long-term physical, emotional, and social impacts of adolescent sexual activity.
5. Analyze how certain behaviors place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.
6. Compare and contrast methods of contraception, risk reduction, and risk elimination and explain how reliability, religious beliefs, age, gender, health history, and cost may influence their use.
7. Discuss topics regarding sexual orientation.
8. Discuss the importance of routine healthcare procedures such as breast self examination and testicular examination.

C. Pregnancy and Parenting

1. Describe fertilization and each stage of embryonic and fetal development.
2. Discuss the signs and symptoms of pregnancy and explain how pregnancy is confirmed.
3. Analyze the physical and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth.
4. Discuss the importance of regular prenatal care to help prevent complications that may occur during pregnancy and childbirth.
5. Describe the potential impact of alcohol, tobacco, other drugs, medicines, diseases, and environmental hazards on pre-natal and post-natal development.
6. Describe the physical, economic, emotional, social, cultural and intellectual responsibilities of parenthood.
7. Describe effective parenting strategies and resources for help with parenting.
8. Analyze the challenges and responsibilities of being a teen mother and/or teen father.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Relationships

Comprehensive Health and Physical Education

1. Investigate how different family structures, values, rituals, and traditions meet basic human needs.
2. Discuss how personal independence, past experiences, and social responsibility influence the choice of friends in young adulthood.
3. Recommend strategies to enhance and maintain mature, loving, respectful, and healthy relationships.
4. Compare and contrast adolescent and adult dating practices.
5. Describe the important characteristics of a spouse or life partner and describe factors to consider when contemplating a lifetime commitment such as marriage.
6. Discuss the importance of physical and emotional intimacy in a healthy relationship.
7. Develop strategies to address domestic or dating violence and end unhealthy relationships.

B. Sexuality

1. Appraise internal and external influences and pressures to become sexually active and demonstrate strategies to resist those pressures.
2. Critique behaviors that place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.
3. Analyze factors that influence the choice, use, and effectiveness of contraception, risk reduction, or risk elimination strategies.
4. Predict how cultural and religious beliefs, popular trends and fads, and current and emerging technological advances influence sexuality and reproductive health.
5. Investigate current and emerging topics related to sexual orientation.
6. Investigate female and male reproductive and sexual health issues and discuss the importance of education and preventive healthcare (e.g., breast/testicular exam).

C. Pregnancy and Childbirth

1. Compare and contrast embryonic and fetal development in single and multiple pregnancies.
2. Describe the stages of labor and childbirth and compare childbirth options.
3. Analyze the physical and emotional changes that occur during each trimester of pregnancy and postpartum.
4. Compare and contrast pregnancy options.
5. Discuss physical, emotional, social, cultural, religious, and legal issues related to pregnancy termination.
6. Investigate the relationship between prenatal exposure to alcohol, tobacco and other drugs, infections, and environmental hazards, and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, and disabilities.
7. Analyze the physical, economic, emotional, social, intellectual, and cultural demands of raising a child.
8. Assess and evaluate parenting strategies used at various stages of child development.
9. Investigate the legal rights and responsibilities of teen mothers and fathers.
10. Discuss factors that influence the decision to have or to adopt a child.
11. Analyze trends in teen pregnancy rates, teen births, and out-of-wedlock births, considering shifts in marriage patterns, sexual norms, contraceptive practices, the availability of abortion, and the size and composition of the teen population.

STANDARD 2.5 (MOTOR SKILL DEVELOPMENT) ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. In order to meet this standard, students must participate in a wide range of developmentally-appropriate games, sports, dance, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Movement Skills

1. Perform movement skills (locomotor, nonlocomotor, and manipulative skills) with developmentally appropriate control in isolated (skill practice) and applied (game/sport/dance/recreational) settings.
2. Demonstrate smooth transitions between sequential movement skills used in combination.
3. Demonstrate control in traveling, weight bearing, and balance activities on a variety of body parts.
4. Move in personal and general space at different levels, directions, and pathways.
5. Respond in movement to changes in tempo, beat, rhythm, or musical style.
6. Change the effort (force, flow, energy) or range (extension) of a movement skill or skill combination.
7. Change a movement skill in response to a changing environment such as a dance partner, obstacle, smaller target, or larger space.
8. Respond appropriately to verbal and visual cues during physical activity.
9. Correct movement errors in response to feedback.
10. Demonstrate the use of creative movement in response to music, poetry, or stories.

B. Movement Concepts

1. Identify body planes and parts.
2. Explain how changes in direction, pathways and levels can alter movement.
3. Explain how changes in rhythm, tempo, beat, and musical style can alter movement.
4. Distinguish between personal and general space.
5. Explain verbal and visual cues used to improve skill performance.
6. Define and use basic movement vocabulary to describe physical activity.

C. Strategy

1. Differentiate between competitive and cooperative strategies.

Comprehensive Health and Physical Education

D. Sportsmanship, Rules, and Safety

1. Explain why good sportsmanship is important and demonstrate positive behaviors during participation.
2. Follow basic activity and safety rules and explain why they are important.
3. Explain that practice and being healthy contribute to safe and improved performance.

E. Sport Psychology

1. Explain that mental attitude influences physical performance.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Movement Skills

1. Perform movement skills with developmentally appropriate form in both isolated and applied settings.
2. Demonstrate smooth transitions between sequential movement skills used in applied settings (e.g., creative dance, gymnastics routine, trap-dribble-shoot).
3. Demonstrate weight transfer, balance, coordination, and agility while employing various movement skills.
4. Employ various rhythms, tempos, musical styles, relationships, directions, pathways, speeds, and levels during movement.
5. Respond to multiple changes in rhythm, tempo, beat, and musical style.
6. Change the effort or range of a movement skill or combination to improve performance.
7. Modify and adapt movement skills in relation to body parts (e.g., clapping over one's head), other participants (e.g., dance partner, teammate), objects, and boundaries.
8. Respond appropriately to visual and verbal cues during physical activity.
9. Correct movement errors in response to feedback and explain how the change improves performance.
10. Apply a learned skill to another movement setting.
11. Demonstrate both improvised and choreographed movement sequences such as moving to poetry, or performing a folk dance or an aerobic routine.

B. Movement Concepts

1. Discuss the importance of proper body mechanics when performing movement skills.
2. Explain the fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.
3. Explain how changing the energy, flow, effort, or range of movement skill changes the quality of the movement (e.g., baby steps vs. giant steps).
4. Discuss ways to refine and increase control when performing movement skills.
5. Discuss ways that personal and general space is used in all forms of physical activity (e.g., using the entire dance floor, position play in a sport).
6. Explain how a movement skill can be used in another movement setting.
7. Give examples of verbal and visual cues used to improve movement skill performance.
8. Define and use skill- and activity-specific vocabulary.

Comprehensive Health and Physical Education

C. Strategy

1. Explain and demonstrate the use of simple strategies, including player positioning, faking and dodging, and defending space.

D. Sportsmanship, Rules and Safety

1. Discuss the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.
2. Describe activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.
3. Describe and demonstrate ways to handle and care for equipment safely and responsibly.

E. Sport Psychology

1. Describe a variety of mental strategies used to prepare for physical activity.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:

A. Movement Skills

1. Demonstrate developmentally appropriate form when using movement skills in applied settings.
2. Demonstrate the use of force and motion to impact the quality of physical movement.
3. Employ the principles of space, effort, and relationships to modify movement.
4. Modify movement in response to dynamic, interactive environments.
5. Use visual and verbal cues to improve performance during a physical activity.
6. Evaluate the critical elements of a movement skill or skill combination and provide appropriate feedback.
7. Apply a learned skill to another movement setting.
8. Perform planned movement sequences based on a theme and using rhythm or music.

B. Movement Concepts

1. Analyze movement sequences for the proper use of body mechanics and suggest improvements.
2. Discuss how the principles of force and motion impact the quality of movement.
3. Analyze how the use of energy and flow contributes to more effective, efficient, or creative movement.
4. Describe how to refine and increase control when performing movement skills.
5. Discuss how to modify movement in response to dynamic, interactive environments.
6. Analyze how a movement skill can be transferred to another movement setting.
7. Discuss how practice, regular participation, and appropriate feedback improve performance.
8. Discuss how movement activities pose opportunities for self-expression, creativity, and teamwork.

Comprehensive Health and Physical Education

C. Strategy

1. Describe and demonstrate the use of offensive, defensive, and cooperative strategies.

D. Sportsmanship, Rules, and Safety

1. Compare the roles and responsibilities of participants and observers and recommend strategies to improve behavior, participation, and enjoyment.
2. Summarize general and specific activity rules, describe how they enhance participation and safety, and follow them during activities.
3. Select, use, and care for equipment used during physical activity.

E. Sport Psychology

1. Describe and demonstrate the use of mental preparation strategies prior to and during participation in physical activity.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Movement Skills

1. Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.
2. Demonstrate how equilibrium, rotation, and range of motion impact performance
3. Apply the impact of various applications of force and motion during physical activity.
4. Perform and assess the quality of movement flow in response to dynamic, interactive environments.
5. Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
6. Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.
7. Create and perform movement activities that combine movement skills into smooth flowing sequences (e.g., gymnastic routine, interpretative dance, tai chi).

B. Movement Concepts

1. Describe how equilibrium, rotation, and range of motion impact performance.
2. Analyze the application of balance and counterbalance when performing or observing movement skills.
3. Compare and contrast the use of space and flow in physical activities.
4. Summarize how movement can be made more interesting, creative, or effective.
5. Discuss the stages of movement skill development and the importance of practice.
6. Describe the influence of history and culture on games, sports, and dance.

C. Strategy

1. Compare and contrast offensive, defensive, and cooperative strategies and use them effectively in applied settings.

Comprehensive Health and Physical Education

D. Sportsmanship, Rules, and Safety

1. Analyze participant and observer behaviors for evidence of good sportsmanship.
2. Employ general- and activity-specific rules and analyze their impact on participation.

E. Sport Psychology

1. Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Movement Skills

1. Demonstrate mature, mechanically correct form and control when combining and modifying movement skills in applied settings.
2. Use information from internal and external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings.
3. Apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity.
4. Transfer specialized movement skills that use similar patterns from one movement activity to another.
5. Design and perform smooth flowing sequences with intentional changes in direction, flow, and speed (e.g., martial arts, line dance, roller blading, swimming).

B. Movement Concepts

1. Analyze a movement performance and discuss how each part can be made more interesting, creative, efficient, and/or more effective.
2. Predict changes in movement performance based on the application of balance, counter balance, weight transfer, and agility.
3. Analyze the impact of kinesthetic awareness, “perfect” practice, motivation, and appropriate challenges in facilitating the learning and refinement of a movement skill.
4. Analyze how movement activities reflect culture, era, geography, or historical context.

C. Strategy

1. Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies in applied settings.

D. Sportsmanship, Rules, and Safety

1. Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
2. Investigate the impact of rules and regulations on the health and safety of participants.

E. Sport Psychology

1. Compare, contrast, and apply sport psychology techniques to mentally prepare for physical activity.

STANDARD 2.6 (FITNESS) ALL STUDENTS WILL APPLY HEALTH-RELATED AND SKILL-RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard enables students to understand the components of health-related fitness (cardiorespiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill-related fitness (speed, agility, reaction time, coordination, and power). Students learn how each component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Fitness and Physical Activity

1. Identify the components of health-related and skill-related fitness and identify activities that develop each component.
2. Identify body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.

B. Training

1. Explain that too much or not enough exercise can be harmful.
2. Explain that participation in regular physical activity contributes to wellness.

C. Achieving and Assessing Fitness

1. Engage in moderate to vigorous physical activity that develops all components of fitness.
2. Monitor heart rate and breathing before, during, and after exercise.
3. Develop a fitness goal and monitor achievement of the goal.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Fitness and Physical Activity

1. Discuss the physical, social, and emotional benefits of regular physical activity.
2. Explain each component of health-related and skill-related fitness and explain how specific activities develop each component.
3. Describe how body systems respond to vigorous exercise.
4. Discuss factors such as heredity, training, and diet that influence fitness.
5. Describe how technology has improved fitness activities.

B. Training

1. Discuss the importance of regular physical activity.
2. Describe and apply the training principles of frequency, intensity, and time (FIT) during physical activity.

Comprehensive Health and Physical Education

3. Explain that using performance-enhancing substances, including anabolic steroids and supplements, may be unsafe and illegal.

C. Achieving and Assessing Fitness

1. Engage in moderate to vigorous physical activity that develops all components of fitness.
2. Maintain continuous aerobic activity for a specified time period.
3. Monitor physiological responses before, during, and after exercise.
4. Develop a health-related fitness goal and use technology to track fitness status.
5. Demonstrate age and gender-specific progress towards improving each component of fitness.
6. Demonstrate safe and appropriate techniques while engaging in fitness activities.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:

A. Fitness and Physical Activity

1. Describe the physical, social, and emotional benefits of regular physical activity.
2. Differentiate among activities that improve skill fitness versus health-related fitness.
3. Describe how body systems adapt over time to regular physical activity.
4. Describe how gender, age, heredity, training, and health behaviors impact fitness.
5. Investigate technological advances that impact physical activity and fitness.
6. Describe the relationship between physical activity, healthy eating, and body composition.

B. Training

1. Discuss the relationship between practice, training, and injury prevention.
2. Discuss how the principles of training including FIT, overload, progression, and specificity improve personal fitness.
3. Apply the appropriate training principles to various forms of physical activity used to improve personal fitness.
4. Describe the physical and behavioral effects of anabolic steroids and other performance enhancing substances and discuss legal and competition issues related to their use.

C. Achieving and Assessing Fitness

1. Engage in moderate to vigorous forms of physical activity that address each component of fitness.
2. Engage in physical activity at a target heart rate for a minimum of 20 minutes.
3. Monitor physiological indicators before, during, and after exercise.
4. Assess personal fitness, develop a personal fitness plan based on the findings, and use technology to implement the plan.
5. Demonstrate age- and gender-specific progress towards improving each component of fitness.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Fitness and Physical Activity

1. Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.
2. Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.
3. Predict how factors such as health status, interests, environmental conditions, and available time impact personal fitness.
4. Analyze the positive and negative impacts of technological advances on exercise, health, and fitness.
5. Describe ways to achieve a healthy body composition through healthy eating and physical activity.
6. Distinguish between facts and fallacies regarding the marketing of fitness products, services, and information.

B. Training

1. Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
2. Apply training principles to establish a progression of activity that will improve each component of fitness.
3. Describe and demonstrate various training methods, including isotonic, isometric, interval, and circuit methods.
4. Investigate the physical, behavioral, legal, and competitive consequences of the use of anabolic steroids and other performance enhancing substances.

C. Achieving and Assessing Fitness

1. Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
2. Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.
3. Monitor physiological responses before, during and after exercise and compare changes.
4. Use health data and information from internal and external sources to develop a personal fitness plan, and use technology to evaluate the implementation and outcomes of the plan.
5. Demonstrate age- and gender-specific progress towards improving each component of fitness.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Fitness and Physical Activity

1. Predict the short- and long-term physical, social, and emotional benefits and potential problems associated with regular physical activity.

Comprehensive Health and Physical Education

2. Summarize the causes, influences, and responses of body systems during exercise.
3. Describe how preventive healthcare, physiological monitoring, hydration, a safe environment, and exercising with a partner contribute to safe fitness activities.
4. Evaluate the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.

B. Training

1. Develop and implement a training program to maximize health benefits and prevent exercise-related injuries and illnesses.
2. Apply training principles to establish a progression of activity that will improve each component of fitness and justify the use of each principle.
3. Compare and contrast the use of drugs, fitness products, and fads to achieve fitness.

C. Achieving and Assessing Fitness

1. Engage in a variety of sustained, vigorous physical activities to enhance each component of fitness.
2. Perform at the intensity level needed to enhance cardiovascular fitness, monitor physiological responses before, during, and after exercise, and modify exercise appropriately in response.
3. Assess personal level of fitness, design a personal fitness plan considering current health and fitness status, goals and interests, skill level, accessibility and costs, and use technology to implement, monitor, and evaluate the plan.
4. Demonstrate age and gender-specific progress towards the achievement of fitness goals for each component of health-related and skill-related fitness.
5. Modify a fitness plan to accommodate for injury, illness, pregnancy, aging, and disability.
6. Discuss the use of body mass index, body fat percentage, and fat deposition as measures of fitness.